

EVALUATION OF PHARMACEUTICAL ANALYSIS TUTORIALS

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INTRODUCTION

Students reading for a pharmacy degree follow two study units in Pharmaceutical Analysis in the second and third year of studies of 4 ECTS each. The focus of the study units is on sample preparation techniques and spectroscopic methods used in bioanalysis. The study units are delivered via lectures and tutorials. Tutorials were re-designed so as to support students to identify suitable methods for different applications.

STUDY UNIT

Tutorials for second year students focused on applications of atomic, ultraviolet-visible, fluorescence, nuclear magnetic resonance spectroscopy and mass spectrometry. Tutorials for third year students focused on applications of chromatography.

AIMS

To evaluate feedback by students regarding the re-designed tutorials.

METHOD

A self-administered questionnaire was distributed to all second (n= 22) and third year (n= 18) students who attended the tutorials at the end of each study unit.

Students were asked to rate on a 5-point Likert scale from 'strongly agree' to 'strongly disagree' whether: the content of the tutorials met their expectations, tutorials helped enhance knowledge gained during lectures and tutorials were understandable and stimulating.

RESULTS

Thirty-three students completed the questionnaire (83% response rate).

Twenty-two students were female and the ages of the students ranged from 18 to 29 years.

Eighteen and 15 students were in their second and third year of studies respectively.

The majority of students gave positive feedback about the tutorials (Figure 1): 26 students agreed that the tutorials were well organized and 24 students agreed that the content of tutorials met their expectations and tutorials helped enhance knowledge gained during lectures.

Twenty-two students agreed that the lectures were understandable and stimulating and recommend the tutorials.

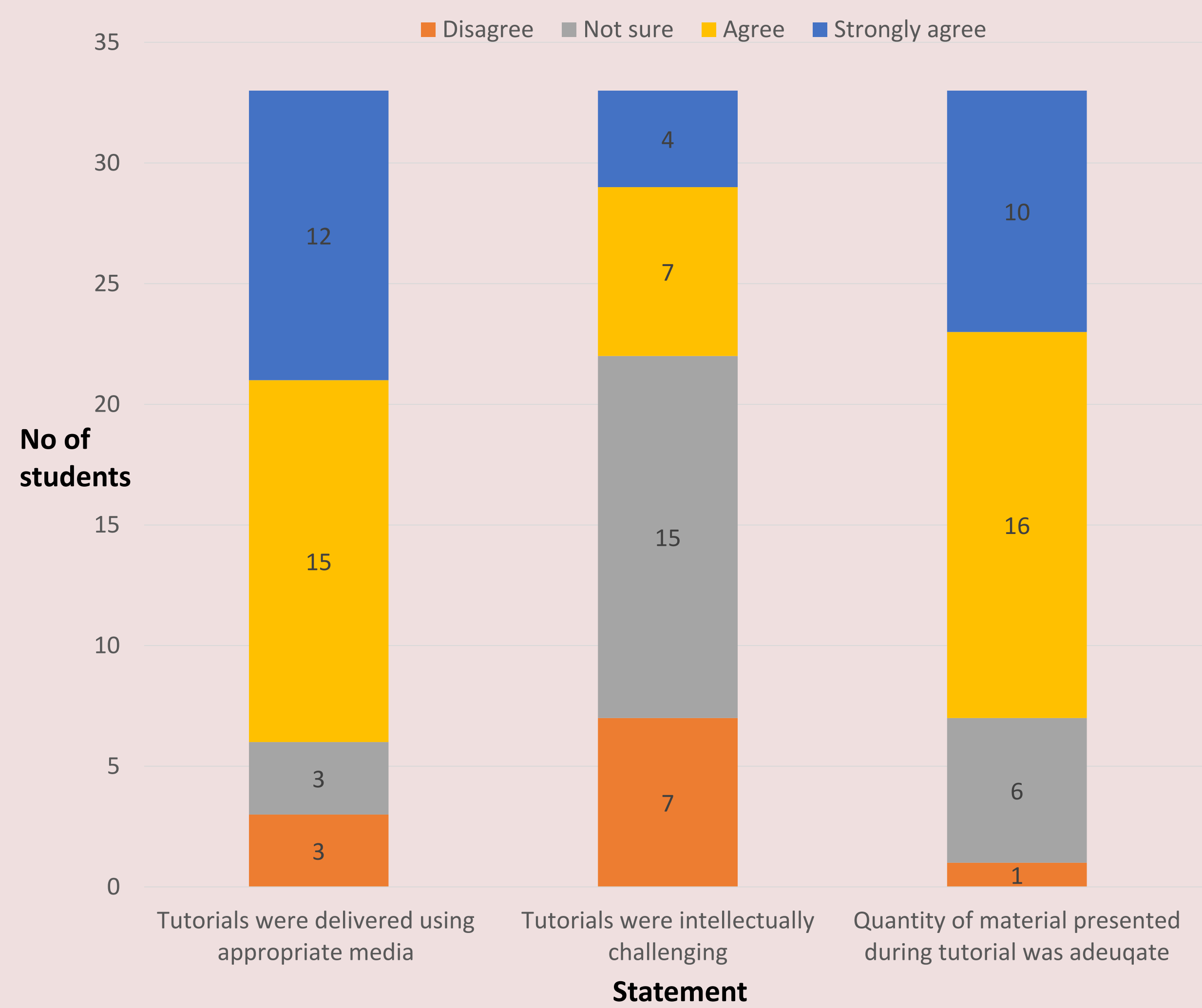


Figure 1: Student Responses (N=33)

CONCLUSION

The newly implemented tutorials which focused on the application of sample preparation techniques and spectroscopic methods in bioanalysis were positively evaluated by students.

Further developments within the study unit include the inclusion of more problem-based learning towards the application of novel bioanalytical techniques.